

# Indiana Department of Education

## 2011 Fine Arts Textbook Adoption Scoring Rubric

### VISUAL ART GRADE 4

*Visual Art in Grade 4* is based on the Indiana Standards for Visual Art. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technology resources. Students make connections between art and other disciplines. They also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community.

#### Visual Art Grade 4 Checklist

##### **Standard 1 – Understand art in relation to history and past and contemporary culture**

*Students discover relationships between artwork and the cultures of origin, comparing subjects in artwork and its function in various cultures. They explore artwork and artists of Indiana, art-related careers, and community museums and galleries.*

- \_\_\_ 4.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture; identifying where, when, and by whom the work was made (focus: Indiana history).
- \_\_\_ 4.1.2 Identify and research the function of a work of art or artifact and make connections to the culture (focus: Indiana, including the diversity of past and contemporary cultures and ethnicities).
- \_\_\_ 4.1.3 Identify symbols or icons in works of art (focus: Indiana).
- \_\_\_ 4.1.4 Identify the roles of artists and other art-related careers in the community.
- \_\_\_ 4.1.5 Locate and discuss art in the local community and throughout Indiana such as town monuments, architecture, sculpture, public art, functional art, and advertisements.
- \_\_\_ 4.1.6 Analyze and respond to art at local museums, exhibits, arts performances, and work of visiting artists in the school.

##### **Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods**

*Students recognize works from various cultures and artistic styles and distinguish between contemporary and historical works.*

- \_\_\_ 4.2.1 Recognize characteristics of selected works from artists of various cultures.
- \_\_\_ 4.2.2 Identify and describe artistic styles.
- \_\_\_ 4.2.3 Distinguish between contemporary and historical works of art and identify characteristics of both.

##### **Standard 3 – Describe, analyze, and interpret works of art and artifacts**

*Students describe and analyze properties in works of art, using appropriate vocabulary. They construct meaning from works and develop well-supported interpretations.*

- \_\_\_ 4.3.1 Describe and analyze sensory, formal, technical, and expressive properties in own work and works of artists through discussion and/or writing, developing appropriate

vocabulary.

- \_\_\_ 4.3.2 Construct meaning and develop well-supported interpretations in works of art based on personal response, properties found in the work, peer perspectives, and research-based background information.

#### **Standard 4 – Theorize about art and make informed judgments**

*Students distinguish theories of imitationalism, formalism, and emotionalism in works of art. They apply given criteria to compare personal preferences to those of art critics and make informed judgments based on historical contexts.*

- \_\_\_ 4.4.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories (imitationalism, formalism, and emotionalism).
- \_\_\_ 4.4.2 Compare personal preferences with criteria used by art critics in making informed judgments and determining significance of a work of art.
- \_\_\_ 4.4.3 Apply criteria based on properties found in the work and research of its historical context to make informed judgments.

#### **Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art**

*Students discover personal meaning in works of art, recognizing that others' responses may differ. They discuss the nature of art and express personal viewpoints.*

- \_\_\_ 4.5.1 Discover personal meaning in works of art and recognize alternative responses of peers in determining personal significance and forming convincing interpretations.
- \_\_\_ 4.5.2 Engage in discussions questioning the nature of art, and express and defend personal viewpoints.

#### **Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision**

*Students create artwork based on personal ideas, experiences, and emotions, demonstrating perceptual skills and using various symbols and subjects to communicate meaning. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.*

- \_\_\_ 4.6.1 Demonstrate refined perceptual skills in the production of personal artwork.
- \_\_\_ 4.6.2 Create artwork that communicates personal ideas, experiences, or emotions.
- \_\_\_ 4.6.3 Identify and use a variety of symbols and subject matter that clearly communicate ideas.
- \_\_\_ 4.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- \_\_\_ 4.6.5 Identify and apply criteria for self-assessment and peer critiques.
- \_\_\_ 4.6.6 Demonstrate respect for personal work and the work of others.

#### **Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes**

*Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They differentiate media and related visual characteristics and utilize appropriate media and processes in artwork, demonstrating safe and*

*proper use of materials.*

- \_\_\_ 4.7.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates ideas.
- \_\_\_ 4.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, tints, and shades), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- \_\_\_ 4.7.3 Identify differences between media and the physical characteristics of each medium
- \_\_\_ 4.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.
- \_\_\_ 4.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

**Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas**

*Students identify characteristics of concepts, ideas, processes, and products of visual art and other art forms and disciplines. They create artwork and interdisciplinary projects integrating processes, technology, and sign systems from various subject areas.*

- \_\_\_ 4.8.1 Identify characteristics of a big idea, historical period, or event as found within different disciplines.
- \_\_\_ 4.8.2 Create artwork incorporating concepts, subject matter, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.
- \_\_\_ 4.8.3 Compare and contrast products and subject matter of visual art and other art forms.
- \_\_\_ 4.8.4 Create an interdisciplinary work integrating concepts, processes, technology, and sign systems of more than one art form.